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it will do valuable service, doubtless, in advancing the cause he has at heart, if only by exciting public attention and stimulating research and discussion, which shall tend toward the final establishment of truth. Under and along with the exaggerations, we, for our part, are confident that there is a great deal which is solid and valuable.

Only a part of the preparatory work needful to be done in order to make the Veda yield its full harvest of results for Indo-European antiquity has been yet accomplished. When the internal content of that venerable document shall have been as thoroughly laid open as its speech has been analyzed, and shall have engaged the labors of as many careful students, we may hope, not, perhaps, for so abundant and certain results as some are even now promising themselves, and hastening forward to gather, but, at least, much more than is now within our reach, and enough to more than repay all that it shall cost. Just at present, tilling should be more the occupation of the day than reaping; and we cannot help regarding such works as the great St. Petersburg Sanskrit lexicon (now nearly completed) and Muir's Original Sanskrit Texts (especially the last published volume, "Contributions to a Knowledge of the Cosmogony, Mythology, Religious Ideas, Life, and Manners of the Indians of the Vedic Age"), as more likely than any others to do permanent service to the study of the mythology of the Aryan nations.

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2. — *Classical Study: Its Value illustrated by Extracts from the Writings of Eminent Scholars.* Edited with an Introduction by SAMUEL H. TAYLOR, LL. D., Principal of Phillips Academy. Andover : Warren F. Draper. 12mo. 1870. pp. xxxv and 381.

THIS work is one of the good fruits of the discussion again going on in regard to the methods and instruments of education, and every one interested in this important subject, and taking wise views of it, will be grateful for this contribution towards the enlightenment of the general mind. The volume consists of essays and discourses, presented entire or in part, from the pens of accomplished scholars, some of them being professors, others politicians and lawyers, prefixed to which is an excellent Introduction by Dr. Taylor.

We are much struck by the elevated and catholic character of these papers. Ranging over a period of near half a century, and written by the avowed friends of classical learning, they all wisely and generously advocate, some in express words, others by implication, the interests of every department of learning as essential to the full and harmonious development of all the powers of the mind. They advocate the study

of physics, for the development of the powers of outward observation and generalization; they advocate the study of letters, — which is virtually the study of mind, — for the development of the powers of internal observation and generalization; and for literary culture, the writers of these discourses believe no study is to be compared with that of Greek and Latin, — languages pre-eminent for beauty, accuracy, and regularity; the languages which have brought down to us the richest treasures of thought and sentiment, which have presented the world with what it still willingly deems its masterpieces in poetry, history, and philosophy, and which have impressed their form on all the tongues of modern civilization, — languages, the study of which is our best means of attaining a knowledge of one science, grammar; and one of which, the Greek, directly furnishes us with three sciences in almost faultless form, — logic, rhetoric, and geometry.

But when those who devote themselves to the study of material things oppose the study of Greek and Latin, saying, as Professor Huxley does, that this is simply the study of *expression*, they surely do not mean that physical learning or learning of any kind can be acquired or communicated without power of expression, that is, without attainments in language. For language is the necessary form of thought, furnishes the indispensable signs of things, and so is the proper instrument of all learning. As sensible men they can only mean that those who profess to give the higher culture of the mind, occupy themselves and their pupils too exclusively with the study of letters. But this, it has been well answered, is the abuse of this kind of learning, not the wise use of it. And while in times past such abuse may have prevailed, which several of these advocates of classical learning frankly admit and directly censure, yet now there is a great change both of feeling and of practice among literary scholars. The variety and extent of the discoveries in the physical sciences during the present century — discoveries not merely gratifying man's natural desire for further knowledge, but bearing more or less directly on human welfare and improvement — have been such as greatly to widen and deepen the interest in physical studies. As a natural consequence of this, we have had the preparation of elementary works on these subjects for introduction into our common schools, the production of fuller and higher treatises for our institutions of liberal learning, and even the establishment of schools for the special study of the physical sciences.

But those who regard the study of language as being now antiquated and barren of good fruits, seem to be ignorant that this study has risen to the dignity and received the name of *a science*, — philology. Like chemistry, philology is the offspring of the present century, but during

this period of almost unexampled activity it has made as great an advance as almost any other science. It has been as sedulously cultivated and by as great minds as any other. Its apparatus for study and research has improved as much and is improving as fast as that of any other. To the grammar and lexicography of Greek and Latin, as the chief and worthiest objects of study in this science, men of the greatest genius and sagacity and industry have devoted their highest, keenest, and most laborious efforts. We thus possess facilities for mastering these tongues such as we have for no living language, and the very best grammars and dictionaries of modern tongues have been made by those who acquired method and skill for their work in the study of Greek and Latin. The aptitude of the American people for the cultivation of the higher and more difficult of these two languages is worthy of note. We have produced already three grammars of the Greek language as original and as valuable as any which have yet appeared in England; we have made an important contribution to its lexicography in our edition of Liddell and Scott's Greek-English, and of Yonge's English-Greek Lexicon; we have produced one of the very best lexicons of Hellenistic Greek, — Dr. Robinson's, — which Great Britain has honored by reproducing in two or three different forms; while Professor Goodwin's treatise on the use of the Greek Moods and Tenses is the only important work on that subject in the English language, and the Lexicon of Patristic and Byzantine Greek, by Professor Sophocles, the earnest and careful labor of twelve years under circumstances most favorable to the undertaking, is as yet a unique production. Is all this the work of accident? May it not rather be due to the fact that our condition, as well as that of the ancient Greeks, is the perfect liberty of a republic, — *πατρίς ἡ ἐλευθερωτάτη*?

While an attempt to dislodge philological studies from the lofty place they have naturally and fairly attained has been made mostly by those wholly ignorant of them, sometimes by those who have pursued them under great disadvantages and unsuccessfully, and only in the rarest instances by those who have made any great and solid attainments in them, Germany, the mistress of the world in this kind of learning, cultivates it as earnestly as ever and with results richer and deeper year by year; France, before the present war, certainly had not abated her interest in it, as the monthly catalogues of new books witnessed; Scotland, in the persons of Dr. Schmitz, Professor Ramsay, Professor Blackie, Dr. Campbell, and Mr. Veitch, is winning a reputation she never before had; England, at length laying aside her old prejudice against German learning or her jealousy of it, is surpassing even her ancient renown by the labors of such men as Gaisford, Donaldson, Key, Paley,

Tregelles, Ellicott ; and while the traditional learning of her universities has always been respectable and in some periods masterly, she is now doing for elementary as well as advanced education, what she has never done before, by the publication of the *Arnold Series* in London, the *Clarendon Series* at Oxford, which, being resolved to preclude the opposition and clamor of physical scholars, embraces the material sciences as well as letters and modern languages along with the classic tongues, the *Cutena Classicorum* by Cambridge and Oxford scholars conjointly, and the *Grammar School Classics*, all of which are intended for younger students ; while, for higher culture, some of the volumes of the *Bibliotheca Classica*, Plato by Mr. Riddell and by Dr. Campbell, Lucretius by Mr. Munro, Plautus by Mr. Wagner, Juvenal by Mr. Mayor, and Catullus by Mr. Ellis, are specimens of the most learned and subtle scholarship of modern times. And the recent production among us of such philological works as Professor Whitney's Lectures on Language and his German Grammar ; Professor March's Comparative Grammar of the Anglo-Saxon ; the translation and adaptation of Dr. Freund's Latin Lexicon, which has been republished in England by Dr. William Smith, and again by White and Riddle, and so constitutes the best Latin lexicon for the British universities ; our other grammatical and lexicographical works mentioned above, the critical and generous manner in which the new generation of our scholars are doing their work, the frequency with which they superadd the advantages of the English and especially of the German universities to their advantages of education at home, — all this goes to show that our Republic is not falling behind in these great, ennobling, spiritual studies as we may well style them, but is now advancing to a position she never reached before.

And we confidently believe, from what has been already accomplished in these studies here and abroad of late years, amid discussions in regard to higher education and amid violent and determined opposition to the classics, that the Greek and Latin languages and their literatures and all connected studies are destined to be pursued, not so exclusively indeed, — we ourselves deprecate that, — but along with physical science, and so more wisely, but no less thoroughly and extensively than hitherto, and from the advantage already gained, with richer and better fruit than ever. Our relation to, and dependence on, the most perfect civilizations that have preceded us, those of Greece and Rome, are coming to be understood better and better ; the study of Greek and Latin, so far from being superseded after whatever trials have been made, still proves, as it has proved for ages, the best means for gaining a mastery of the principles of language, and the best guide towards

perfection in the forms of literature ; the nomenclature of all science, whether physical or metaphysical, in all living languages, is borrowed from these tongues ; in one of them is embodied the last and highest revelation to mankind, and the other contains the most venerable translation and interpretation of the earlier revelation, while the sacred original of that earlier revelation has been most adequately studied and illustrated by Greek and Latin scholars ; and finally, to show the utility of these studies even to the student of material things, what is put by way of assumption in one of the papers of this volume, — that, namely, if two students of equal capacity were put on a course of study for some years, one pursuing modern languages and physical science exclusively, the other in addition thereto studying the classics, the classical student would at the end of the course be the better proficient also in the modern tongues and in science, — this has proved true in the actual experience of many teachers, as is well shown us by Dr. Taylor in his interesting and valuable Introduction.

Holding, as we do, that most of the great masters of antiquity are as admirable for their matter as their manner, we regard the study of them, when properly pursued, as tending to make good men as well as elegant scholars ; and we here enter our solemn protest against any view of education that does not aim to make the pupil both learned and virtuous. We ask, amid the great dangers that have encompassed and are still encompassing our Republic, that our notion of knowledge, like Plato's *ἐπιστήμη* and Cicero's *scientia*, may include the honest practice of the same. And in asking this, we are only urging a view well set forth in one of the discourses of this volume, Professor Campbell's Address at the opening of the United College in the University of St. Andrews in 1868. His wise and timely words are : " There can be no sound theory of education in which any element of humanity is lost sight of. And university education is only a stage in that larger scheme of progress which for the individual extends over the whole of life, and for the community embraces the welfare of every class. In that scheme it has an appropriate place and work ; but this separate function is vitally related to the whole, from which no part can be isolated without losing use and meaning ; and therefore, although the object of our meeting here is chiefly and directly an intellectual one, whether this be regarded as the acquisition and diffusion of knowledge, or the promotion of mental culture, yet this purely intellectual aim, noble in itself, cannot have free course unless it is animated by a still greater purpose, — the formation and growth of character, the knowledge of self, the diffusion of right principles of action in private and in public."

3. — *Poems.* By BRET HARTE. Boston: Fields, Osgood, & Co. 1871.
12mo. pp. 152.

OUR first acquaintance with Mr. Harte was through the "Idyll of Red Gulch," which was floated to us one morning among the drift-weeds of the newspaper. We found a new and singular interest in it, a power and pathos (and those worked up from the simplest material), that moved us deeply, and above all we were conscious of that most delightful of all literary sensations,—a new flavor. Here was our Theocritus at last, and from California, whence we least expected him. Our experiment in this instance had been so satisfactory, that we at once proceeded to read Mr. Harte's volume of prose. We found it unequal, it is true, but there were in it unmistakable evidences of original power. Mr. Harte had divined the poem that lay hidden in that wonderful border life, Homeric in its simple savagery, in its emphasis of the manlier qualities. It was plain, too, that here was a humorist of no mean quality, perhaps the first who had pushed to its utmost allowable limits that contempt for all received conventions which is the leading characteristic (as it is also the danger) of the purely American type of the humorous.

In the volume before us we meet Mr. Harte as a professed poet, and it amply justifies his title to the name. There is hardly a page where we do not find some new evidence of his sensibility to what is picturesque in character or scenery.

"For seven months had the wasted plain
Known no moisture of dew or rain,
The wells were empty and choked with sand;
The rivers had perished from the land;
Only the sea-fogs, to and fro,
Slipped like ghosts of the streams below.
Deep in its bed lay the river's bones,
Bleaching in pebbles and milk-white stones,
And tracked o'er the desert faint and far,
Its ribs shone bright on each sandy bar."

Even amid his humor there is a gleam of the poetic eye now and then:—

"Ai! for the fleecy flocks,—the meek-nosed, the passionless faces."

But what we value even more highly is the power of suggesting a whole character through its own unconscious self-revelation, as in the striking bit of moral and physical scenery, "Dow's Flat." "Cicely," in its quaint way, is full of poetry, and might be taken as typical of the author, who seems to have found his poetry by accident, as it were, in the motley life around him, and to have hardly known how to save it from his own relentless humor. We could wish indeed that Mr.

Harte had sometimes shown more respect for a gift so eminent in many ways as his. Some of the pieces here collected are of a flimsy texture when compared with his best work, and we find ourselves a little impatient, now and then, with the Mrs. Gampian *ambages*. But we do not care to haggle with one who so often unexpectedly touches us with something more abiding than any superficial emotion. Mr. Harte has a feeling for what is noble in character, and a faith in the final perseverance of humanity under the most adverse circumstances, which endear him to us, and which we should like to call essentially American, the best outcome of democracy. Not less noteworthy is his admirable good sense, shown in such pieces as "Plain Language from Truthful James," which, with a deadly thrust of humor, gave the *coup de grace* to the barbarian cant on the Chinese question.

4. — *The Commercial Laws of the States*. New York: Office of the Bankers' Magazine. 1870.

"Or making many books, saith Solomon, there is no end; which is to be understood of such books as are written without an end." We are reminded of this saying of Lord Coke by the increasing mass of quasi-legal literature to which this work is the latest addition. Why such a book is produced is a mystery; why it is bought passes all understanding; yet still it comes.

"The Commercial Law of the States" is a large subject to be treated so briefly; especially as the compiler includes under this head divers excellent points of learning as to dower, probate, competency of witnesses, practice of courts, and other things indispensable to every commercial man. Space is gained for these, however, by leaving out most of the subjects which belong strictly to commercial law. We look in vain for any information as to ships, carriers, bills of lading, etc., and the laws of the United States are ignored utterly. As a specimen of the accuracy of the work, we will take the six pages devoted to Massachusetts.

An account is given of the State insolvent laws, which are all superseded by the United States Bankrupt Act of 1867. There is a summary of the usury laws. On turning the page, the reader finds that they are repealed. The damages on foreign bills are stated as they were seven years ago, not as they are now. It is said that one witness is necessary to a deed. In fact none are needed. It is said that an affidavit of merits is required in civil actions. This is done away with by a late statute. The jurisdiction of the Supreme Court